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really sufficient means of applying principles of grammar to the pupil's own composition, that is, whether it is not sometimes merely assumed that a principle studied will fix itself in the practice of the child. A little more classroom ingenuity applied to the problem would have added more devices to those already used, and the result would probably then be more secure. The assumption, too, that every class can master just one lesson a day, as the books provide, is open to doubt. Doubt rises also when one reads the second part of the second book, in which there is an attempt to instruct the child in the nature of ideas and their classification into subjects of thought, attributes, and ideas of relationships. In spite of his gradual and concrete approach to the subject, the author cannot help being too psychological. Such a generalization as "A thought is the assertion in our mind of the relationship of an attribute to an object of thought, or a question about this relationship" is not likely to find a very firm lodgment in the mind of a boy of the motor type, nor to be of very much service to those children who find it vaguely stirring in the fringe of their understandings. These doubts may or may not be dispelled by the test of use in the classroom, which is a more severe and decisive test than the judgment of any critic.

CYRUS LAURON HOOPER

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### BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

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*Educational Psychology: Briefer Course.* By EDWARD L. THORNDIKE. New York: Teachers College, Columbia University, 1914. Pp. 442.

A condensation of *The Original Nature of Man*, *The Psychology of Learning*, and *Work and Fatigue and Individual Differences* for students in colleges and normal schools. One of the indispensable books for the general student of education.

*American Literature through Illustrative Reading.* By SARAH E. SIMONS. Scribner, 1915. Pp. 463.

A well-organized book of selections. The editor has refrained from critical comment and wisely includes only brief but highly suggestive bits of linking narrative and exposition. The work belongs distinctly to the newer type of textbook; it is a laboratory guide rather than a treatise.

*Library and School.* Edited by ARTHUR E. BOSTWICK. White Plains, N.Y.: H. W. Wilson Co., 1914. Pp. 331.

Twenty-four reprints of papers and addresses by various writers on the relationship between the library and the school. The work contains much material of a definitely practical character.

*Famous Living Americans.* Edited by MARY GRIFFIN WEBB and EDNA LENORE WEBB. Greencastle, Ind.: Charles Webb & Co., 1914. Pp. 594.

Over forty short biographies intended to provide material for the study of biographical speeches. The subjects are the leading men and women of our time in various walks of life. Among them are Jane Addams, John Burroughs, Thomas A. Edison, Charles W. Eliot, George W. Goethals, James J. Hill, William Dean Howells, Helen Keller, John Mitchell, Theodore Roosevelt, Booker T. Washington, and Woodrow Wilson. A very attractive volume, though a trifle over-laudatory. Both schools and colleges will find the book useful.

*Suggestions on the Preparation and Delivery of Biographical Speeches.* By HARRY BAINBRIDGE GOUGH. Chicago: American Bureau of Public Speaking, Charles Webb, Director, 1914. Pp. 23.  
A reprint from *Famous Living Americans*.

*Journal of Proceedings and Addresses of the Fifty-second Annual Meeting of the National Education Association.* Ann Arbor, Mich.: Published by the Association, 1914. Pp. 928.

Contains the proceedings of the Department of Superintendence at Richmond as well as those of the St. Paul meeting of the National Educational Association.

*Minimum Essentials in Elementary-School Subjects—Standards and Current Practices.* By the Committee on Economy of Time of the Department of Superintendence of the National Education Association. Paper, 82 cents.  
An important report.

*Outlines and Summaries.* By NORMAN FOERSTER. New York: Holt & Co., 1915. Pp. 105. Paper, 35 cents.

"A handbook for the analysis of expository essays."

*The Teaching of Spelling.* By GERTRUDE LONGENECKER. Bulletin of the State Normal School, San Diego, Cal., September, 1914.  
A good summary of recent progress, with a descriptive bibliography.

*Bibliographies on Educational Subjects.* Edited by WILLIAM H. BURNHAM. Published by Clark University and sold by G. E. Stechert & Co., New York City. Paper, 50 cents.

*Science of Tone Production.* Revised edition. By GEORGES A. BOUILLET. Published by the author, 120 Boylston St., Boston, Mass. Pp. 141. \$1.00.

*Alsace and Lorraine: From Caesar to Kaiser.* By RUTH PUTNAM. New York: Putnam, 1915. Pp. 208. \$1.75.

A history of a part of the territory now involved in the European war.

*The Orchard Pavilion.* By ARTHUR C. BENSON. New York: Putnam, 1914. Pp. 136. \$1.00.

Conversations of three friends before and after they had taken up their life-work.

*Occasional Addresses.* By BRAINERD KELLOGG. New York: Charles E. Merrill Co., 1914. Pp. 214. Paper, \$1.00.

Fourteen occasional addresses by a veteran teacher of English.